

Peterborough School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Peterborough School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

We believe that all students can learn.

Our vision is to:

- Provide each student with a safe, positive, inclusive and innovative learning environment
- Develop school programs that are individualised and meaningful
- Immerse students in quality programs
- Empower each student to reach their potential
- Provide students with the tools to become valued citizens of the future

School context

Peterborough School caters for students aged 4 – 18 years of age with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders.

The School currently has an enrolment of 89 students.

Students come from a range of socio economic backgrounds and cultures.

In consultation with parents, carers and support personnel staff develop individualised programs for each student.

Class programs cover all Key Learning Areas while still focusing on individual student learning.

The School is supported by a Parents and Friends Association and has strong links to the community.

Features of the school include:– Hydrotherapy pool– Safe play spaces– Library, computer lab and communication resource room– Sensory withdrawal spaces– Buses – community access visits– Performing Arts Program – drumming, dance and signing choir– Specialised equipment and resources including augmentative and alternative communication devices (switches, iPads).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Peterborough School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

Learning:

Peterborough School has a school wide, collective responsibility for student learning and success with high levels of staff and community engagement. Students work toward achieving individual outcome success. Individual learning plan goals are set in consultation with parents, carers and support personnel. Students work toward achieving individual success and improvement. All are working steadily toward those successes. Peterborough School consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations. The use of communication systems including visuals to support the learning of values, rules, work ethic and responsibility has been successful.

Curriculum adjustments are incorporated in learning for all students. Individual and class programs reflect a high level of understanding of the way students learn. Annual and half yearly reports comment on individual outcome successes. Students have the opportunity to participate in many extra-curricula activities and events including Southern Stars, Dance Festival, Junior Music Festival, sports days, environmental education opportunities, camp, community access and visiting performance tours.

Teaching:

Teachers are committed to identifying, understanding and implementing the most effective teaching methods by regularly reviewing and reflecting on teaching programs. Peterborough School strongly believes that teaching and learning is the responsibility of all staff regardless of which class a student is placed in. Regular meetings are held to discuss and reflect on teaching programs. Data is mostly observational with work being completed on developing assessment tools for communication, literacy and numeracy. In 2016 a communication matrix was trialed as an assessment tool for selected students. Other students were assessed against SWANS (A tool developed by the University of Melbourne). Teachers are supported by Assistant Principals as mentors. Teachers are encouraged to actively engage in their own professional development to improve their performance. School wide professional learning opportunities are offered on a regular basis. 2016 saw staff engage in workshops on communication assessment tools, Non Violent Crisis Intervention and on the implementation of Zones of Regulation.

Leading:

The Peterborough leadership team supports a culture of high expectations and community engagement. Parents and community members have the opportunity to engage in a wide range of school-related activities. Parents and carers attend individual planning meetings in Semesters 1 and 2. The school works closely with external agencies on the implementation of individual plans. The Peterborough School Plan was written in collaboration with all staff. Staff members have the opportunity to take responsibility for specific plan areas. Physical learning spaces are used flexibly, with many new spaces being established and modified as a result of generous community support from The Shellharbour Club and the Hoteliers Association. Overall Peterborough School is sustaining and growing across all domains and excelling in the delivery of curriculum.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Delivering a Diverse Curriculum

Purpose

Every student will be actively involved and challenged toward success in all Key Learning Areas.

- To actively engage every student in meaningful, consistently challenging and individually focused learning experiences.
- To deliver adjusted and modified curriculum content that caters to individual needs while still focusing on K – 12 syllabus elements.
- Every student at Peterborough School will work toward achieving success as measured against individual goals and milestones.

Overall summary of progress

During 2016 work was finalised on a literacy continuum, support documents and resources. The 4 blocks of literacy were incorporated into a word wall and staff were introduced to, and supported in implementing,

1. Technology – core vocabulary
2. Sunshine online, fringe key words, matching program
3. Personalised support – gesture dictionary Assessment tools were developed for numeracy K–12.

High School staff worked together to look at ways to align Stage 4/5 geography and history with Stage 6 over a 6 year cycle. In Science The Physical World , Chemical World, Earth and Space and the Living World were incorporated into a 4 year cycle of learning.

Primary staff developed geography and science units of study. Early Stage 1, Stage 1, Stage 2 and Stage 3 Geography were differentiated to meet the learning needs of all primary aged students. Resources were developed and shared. Teachers developed units of study for their Stage. During the course of the year each teacher presented their unit and self developed resources of study to their colleagues through professional learning workshops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ol style="list-style-type: none">1. All staff committed to high level student achievement across KLA's2. All students assessed across KLA's3. Consistent student achievement of individual goals.4. Scope sequence and adjustments in place.	All staff continue to be committed to high levels of student achievement across Key Learning Areas. This is evidenced in the way staff have worked together to complete adjusted units of study. High school geography and history syllabuses were aligned into a 6 year cycle with units of work completed for 2 of those years – The Ancient to the Modern World (Japan) and Aboriginal and Torres Strait Islander History and Cultures.. In 2017 staff will be working on completion of the ancient culture of Italy. In 2016 high school classes completed work on the living world by participating in incursions developed in cooperation with Illawarra's Environmental Education Centre. In 2017 staff will work towards investigating study of the Chemical World with our local high school. Early Stage 1, Stage 1, Stage 2 and Stage 3 Geography were differentiated to meet the learning needs of all primary aged students. Resources were developed and shared. Teachers developed units of study for their Stage. During the course of the year each teacher presented their unit and self developed resources of study to their colleagues through professional learning workshops.	Staff worked on the development of plans and resources during their own time.

Next Steps

In 2017 staff will be looking at formalising the use of the SWANS assessment tool developed by the University of Melbourne (Profiling Developmental Standards of Learning for Students with Additional Needs). Students will be assessed against the communication MATRIX or SWANS.

The aim of the SWANS project was to develop and validate assessment materials that described expected progress in the foundational skills of communication, literacy, personal learning (e.g., attention, memory, executive functioning), emotional self-management, and interpersonal processes for students with additional learning needs, and that were appropriate for all students regardless of the nature of their learning needs. Additionally to assist teachers in both mainstream and special schools to use the assessment materials to inform their decisions about effective and targeted teaching strategies for students with additional learning needs, and to monitor and report their students' progress

The methodology was developed over a 20-year period, tailored to competency-based assessment, and was applied in this project to assessment of students with a diverse range of disabilities and additional needs. The project combined disciplines of specialist education, the Department of Education section responsible for student wellbeing, and the Assessment Research Centre, specialising in profiles and their assessment and teaching implications.



Strategic Direction 2

Promoting School Wellbeing

Purpose

Every member of the Peterborough School community will feel safe and supported.

- To ensure the wellbeing of every student at Peterborough School as a priority.
- Planning will incorporate strategies to enhance wellbeing, learning and engagement.
- To build workforce capacity by creating a positive culture of mutual support and trust.
- To build workforce capacity through professional learning experiences that are meaningful and relevant and through a culture of leadership and support.

Overall summary of progress

Peterborough School worked as a team incorporating staff, families, support personnel and communities to develop cohesive and meaningful support structures for students, staff and community. Student mental health, student welfare, alternative therapies, staff mental health and work place health and safety were all areas of focus.

Staff professional learning took place in trauma informed practice, Mind Matters, Non Violent Crisis Intervention and Zones of Regulation.

Peterborough School continued to work closely with the Kogarah Diagnostic and Assessment Service in addressing the needs of students who may require a high level of support and intervention.

During 2016 the school engaged two occupational therapists to work with staff on developing sensory programs, reviewing existing practices and on implementing a writing program.

Work with the therapists was invaluable with many students now able to access regulation tools independently.

During 2016 music therapy was replaced with "Communicating through Music" where students had the opportunity to use communication strategies while being fully engaged and motivated by music.

The wellbeing of staff is paramount. During 2016 the school participated in The Department of Educations Health and Safety Directorates manual handling initiative and the development of the STRETCH program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An overall increase in students, staff and parents meaningfully connecting with student wellbeing programs in the school	A behaviour support plan is in place for all students who require one. A more intensive Zones of Regulation support plan is in place for those students who are working toward self regulation. Support plans and providing 1:1 support for some students has had a positive impact on student behaviour.	Several students required 1:1 support in order to access the playground and curriculum. Resource allocation and school funds were used to implement this high level of support.
All staff have increase increased confidence in the development of behaviour support and risk assessments for students	After having participated in Non-Violent Crisis Intervention training staff felt more confident in their ability to manage students with challenging behaviour.	
Increase in students displaying positive behaviours	Staff that participated in the development of the STRETCH Program found it would be a valuable resource in supporting staff wellbeing.	

Next Steps

During 2017 staff will work together to strengthen our model of behaviour intervention using both Zones of Regulation and Non Violent Crisis Intervention. The school will look at ways to promote and celebrate positive behaviour through the implementation of students receiving wrist bands for positive behaviour in relation to our values and rules.

Peterborough School will start using EBS as a way of monitoring both positive and negative student behaviour. Several students continue to require 1:1 support. The school will look at ways that this can continue. In 2017 we plan to look at initiating an art therapy program. Many of our students are talented artists and are able to express their thoughts and feelings through drawing and other forms of art. During term 2 the Department of Educations Health and Safety Directorate will be releasing the STRETCH program which was developed in consultation with staff from Peterborough School.



Strategic Direction 3

Creating Positive Partnerships

Purpose

To build stronger relationships as a learning community to develop the capacity of families and students so that they develop the skills and capacities to achieve personal goals.

- To strengthen partnerships between the school and community through a culture of mutual support of the;
 - Aboriginal Community
 - Parents / Carers / Families
 - Interagencies
 - Volunteers
 - Community Groups
- To ensure staff and communities collaborate to effectively deliver quality educational experiences to our students.

Overall summary of progress

Peterborough School continues to work well with families, support agencies and the wider community. During 2016 two Key Word Sign workshops were presented to parents and members of the community with positive feedback being received after the presentations. Links between the school and local Aboriginal Community were also strengthened with Aunty Bev Armer involved in our reconciliation work and in developing a school Acknowledgment of Country. A Year 12 student was able to learn the Key Word Signs for Acknowledgment and present to assemblies and special events. Families and High School students were given the opportunity to visit post school option destinations enabling families to make informed choices about their child's future. Year 12 students were given the opportunity to participate in trials at various post school placements including Greenacres and Flagstaff. Strengthening these links facilitated a smooth transition from school to post school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>An observable increase in students, staff, parents and community meaningfully connecting and collaborating with the school</p>	<p>Parents, carers and support personnel are engaged in the development of individual plans for students. Staff use a variety of tools in which to communicate to families. 23snaps has proven successful and communication books are used across the school.</p> <p>Orientation and support of new families and students was very successful. All students were settled and relaxed in their new classes within a few weeks.</p> <p>Positive feedback was received from parents and community members who in 2016 took part in Key Word Sign Workshops.</p> <p>Positive partnerships were developed with many post school service providers, Shellharbour TAFE and local businesses. Three students successfully completed a TAFE retail course. Several students enjoyed work experience success at McDonalds, Coles and the Salvation Army. All Year 12 students received packages to a post school destination of their choice. Parents were well informed of the</p>	<p>School Funds, Link Support Funds, School to Work Funds and Teacher Professional Learning Funds were used to support initiatives in this strategic direction.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An observable increase in students, staff, parents and community meaningfully connecting and collaborating with the school	<p>transition process and all felt supported in their decisions of post school placement.</p> <p>Community support is vital in the development and creation of innovative work spaces around the school. With the support of the Illawarra Hoteliers Association the school was able to construct a trampoline park.</p> <p>Work with our local Aboriginal community continues to develop, with Aunty Bev Armer a regular at school events. All Aboriginal students are supported in their learning with a personalised plan.</p>	School Funds, Link Support Funds, School to Work Funds and Teacher Professional Learning Funds were used to support initiatives in this strategic direction.

Next Steps

In 2017 Peterborough School will look toward formalising a volunteer program. It is hoped that the school will be able to utilise parents as volunteers in a program called "Parent Power".

With the support of Anglicare we will also look at developing work on a sibling support program. Initially we will look at hosting a modified Key Word Sign Workshop for siblings.

Continuing development of Transition programs will remain a priority for new Kindergarten and Year 7 students and their families as well as High School students who will be transitioning to post school placements. In 2017 we will work with the Kogarah Diagnostic and Assessment Service in transition to post school placement reviews and create further links with post school options destinations.

Utilising School to Work funding the school will work closely with staff and students from Yallah TAFE in support of designing an outdoor learning space. This will involve designing, building and maintaining garden beds.

From the 1st of July the National Disability Insurance Scheme (NDIS) will roll out across the Illawarra. This will be a challenging and confusing time for many parents and carers. The Parents and Friends Association will look at hosting information sessions to assist parents in understanding funding packages and the categories the NDIS supports. School staff will utilise the resources available to them through The Department of Education Portal and executive staff will formalise school policy around therapists conducting services within school hours



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students worked toward learning the Key Word Signs for Acknowledgment of Country with one Year 12 student successful in learning the signs and presenting the acknowledgement in school assemblies and special events All students have an individualised learning plan and are supported in a peer support program that assists them in developing social skills and safe play. Some students continue to require support when accessing the playground. All students are working well toward achieving individual goals as outlined in personalised learning plans.	• Aboriginal background loading (\$5 020.00)
Socio-economic background	Individual plans were developed for each of our low social-economic students. Some students were supported in a peer support program and others in physical management including physiotherapy and occupational therapy. Occupational therapists Lucy Moore and Belinda Van Weil were engaged to work with staff each Wednesday on developing sensory programs and a writing program as well as reviewing existing practices. The therapists presented Zones of Regulation training to all staff. Several students will again require 1:1 support in 2017.	• Socio-economic background (\$39 692.00)
Support for beginning teachers	During 2016 Peterborough School supported 2 beginning teachers. One in their first year of funding support, the other in their second year. Both teachers were supported in the development of a Performance Development Plan and in programming and reporting. One staff member worked alongside Belinda Van Weil, an occupational therapist in the development of sensory programs and in organising sensory resources and programs. Participation in sensory tools training with International speaker and songwriter Genevieve Jereb, a paediatric occupational therapist who presents on sensory processing disorders was also hugely beneficial. Teachers worked well with executive staff in the development of Performance and Development Plans and class programs. Both teachers will be taking on new challenges and roles on 2017. One teacher will be released one day a week to work as the schools technology support teacher and the other will be working with Kindergarten students providing transition to school programs.	• Support for beginning teachers (\$17 080.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	54	55	58	61
Girls	28	27	31	28

Structure of classes

In 2016 Peterborough School had 13 classes. There were 7 Primary classes and 6 High School classes. All classes were supported by a teacher and a School Learning Support Officer.

In 2017 a new class will be established. Two classes will be operating together in a team teaching situation.

Peterborough had 9 school leavers in 2016. These students were able to participate in taster days organised with post school service providers. The school was on hand to support the students and their families make informed decisions about future directions and goals. During fourth term all 9 students were able to attend their chosen work placement ensuring a smooth transition to work in 2017. In 2016 three students studied retail services at Shellharbour TAFE. One student will be continuing those studies in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.26
Teacher Librarian	0.4
School Administration & Support Staff	15.12
Other Positions	0

*Full Time Equivalent

Peterborough School currently has no Aboriginal teachers as part of the workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

During 2016 staff had the opportunity to participate in many professional learning opportunities. School Learning Support Officers updated their Health Care Procedures Training and Administration of Medication. All staff updated their training in Child Protection, Emergency Care, CPR and Anaphylaxis Awareness. Several staff also completed accreditation in the administration of emergency medication delivered via webinar by Epilepsy Action Australia.

In alignment with our School Plan all staff participated in non violent crisis intervention training, sensory education and in Zones of Regulation training.

During Term 3 all teaching staff attended a one day Special Education Principals and Leaders Association (SEPLA) Conference.

Staff continue to work toward accreditation with most working toward the highly accomplished career stage.

One teacher was in their second year of beginning teacher funding and another in their first year. Both were supported and mentored by executive staff.

Both are now compiling evidence to achieve maintenance of their mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority.

In 2016 we implemented mandatory Performance and Development Plans for teachers. Teachers were required to write three professional goals and record the activities and resources needed to support the achievement of those goals. Professional learning included group and/or individual mentoring sessions; observing other teachers' lessons; enabling other teachers to observe their lessons; receiving structured feedback based on observation and engaging in professional discussion and personal reflection with executive staff mentors.

In 2017 Performance and Development Plans will be extended to include non teaching staff.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2th October 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	178 982.20
Global funds	194 562.58
Tied funds	145 537.92
School & community sources	145 672.34
Interest	2 704.76
Trust receipts	858.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	61 614.27
Excursions	2 036.87
Extracurricular dissections	5 872.59
Library	799.80
Training & development	2 228.47
Tied funds	195 275.16
Short term relief	71 012.95
Administration & office	77 694.86
School-operated canteen	0.00
Utilities	23 608.01
Maintenance	22 292.49
Trust accounts	4 878.54
Capital programs	90 000.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Parents, carers and support personnel are invited to school each semester to participate in planning meetings. Individual student outcomes are negotiated and strategies put in place. Parents are also given the opportunity to comment on the appropriateness of their child's placement. In 2016 95% of parents attended meetings. All were satisfied with their child's placement at Peterborough. In Term 1 the families of new students were invited to school to meet with staff and members of the Parents and Friends Association. In Terms 2 and 4 parents and carers attended Key Word Sign Workshops conducted by Jennie Warren.

Throughout the year parents, carers and family members were invited to school for our Crazy Hat Day, Book Week, Grandparents Day, Art Expo and Annual Presentations. All events were well attended.

Policy requirements

Aboriginal education

All Aboriginal students worked toward learning the Key Word Signs for Acknowledgment of Country with one Year 12 student successful in learning the signs and presenting the acknowledgement in school assemblies and special events

All students have an individualised learning plan and are supported in a peer support program that assists them in developing social skills and safe play. .

Peterborough hosted an Aboriginal Education and Community day in consultation with Local Elder, Aunty Bev Armer and participated in a school based reconciliation walk.

All students also had the opportunity to participate in an Aboriginal cultural awareness day hosted by staff from the National Parks and Wildlife centre. Activities included sampling of bush tucker, weapons, dance and bush medicine.

Multicultural and anti-racism education

All classes actively engage students in multicultural activities.

During 2016 Peterborough held a Mini Olympics to coincide with the Rio Olympics. Students were given the opportunity to learn about participating countries and to dress in the colour of a country on the Mini Olympics Day.

In 2016 Peterborough School had a new staff member trained as the Anti-Racism Contact Officer.

Other school programs

Primary School

The Curriculum focus areas for the primary classes were Literacy/ Communication and Geography.

Literacy

After professional learning with Jane Farrell in 2015, the 4 Blocks program was introduced as the Peterborough literacy program. Each primary teacher shared their strategies so that each of the 4 Blocks was part of their class literacy program.

A whole school communication program was also implemented in each class using Proloqu2go and communication core vocabulary. Those core words became part of the 4 Blocks Word Wall.

Geography

In 2016, teachers became familiar with the new Geography syllabus. Stage teams developed and implemented adapted units of study accessible, relevant and appropriate for their students. These units were shared with the rest of primary staff as part of their professional development.

As part of that process Aboriginal Cultural sites in our community were identified and documented.

For our younger students brooms and trays were added to the garden play equipment as an introduction to the concept of Caring for our Environment. Resources were teacher developed to support the attainment of Geography outcomes for our students.

Assessment

Assessment tools for mainstream primary students are unsuitable for the developmental and social levels of our students. In 2016, primary teachers' trialled and developed some assessment tools for our students.

As part of the whole school strategic directions, each student was assessed using the Communication Matrix. Some students were also assessed using a trial of the SWANS assessment tool.

Numeracy assessment was reviewed and linked to outcomes and to the "Sunshine Readers" Mathematics Program. All primary students were assessed using the strategies and mathematics assessment kit at the end of the year.

Student Welfare.

In 2016, the safety and legal use of car seats in the buses was also specified.

All primary students were excited to access our new trampoline park. Occupational Therapists provided professional input as to the best way for classes to use the park to develop physical skills and address sensory processing disorders.

Swim school remains a commitment for primary staff. The swim school program has been extended to one full session at Oak Flats pool and several shortened sessions at our school pool. This means that students who are unable to access a public pool can now access school swimming lessons.

Links with the Community

Primary students participated in 2 sessions of the Rotary run "Dream cricket". One at Fairy Meadow Demonstration School and one at Don Bradman Oval, Bowral.

A Primary Signing choir was established and performed at the Junior Music Festival at Shell Cove Primary School and the opening of the Trampoline Park.

All primary students participated in an Environmental Incursion, run by the Environmental Education Centre, and some classes participated in an event to celebrate 'International Day of People with a Disability' at Warilla library.

Primary students enjoyed a range of special events. Touring Performances, Swim Fun Day and Grandparents Day. Two classes participated in an integration program with the adjacent primary school, hatching chickens.

An exciting new event was added to the primary school calendar to support Science and Technology outcomes. Students were joined by parents and siblings' at the UOW Discovery Centre for a day of scientific adventure.

High School

During 2016 all six high school classes at Peterborough were part of extensive, varied and engaging programs delivered by classroom and support staff in innovative ways.

Our High School team worked together to plan and implement programs in all Key Learning Areas. Areas that were extremely successful included History work during our Aboriginal and Torres Strait Islander unit, our class cooking programs that continue to develop so many important life skills, creative arts programs which developed award winning pieces and creative school murals and Physical Education programs delivered to our students by sporting specialists.

Again in 2016 students were engaged in special days throughout the year including the swim fun day at Kiama, Environmental incursions, special visits to venues such as the Science Space at UOW, The School Olympics, Big Days Out, NAIDOC celebrations, Sky's The Limit, T20 Cricket, The Art Expo and Grandparents Day.

A three day camp provided High School 6 with wonderful experiences in The Blue Mountains.

Students participated in work experience programs on a class and high school basis. Older students were

involved in extensive community based work programs. Work trainers were employed by the school to mentor these students to develop important work skills.

Peterborough had nine school leavers in 2016. These students all participated in taster days organised with Illawarra post school service providers. Peterborough also organised an information day when post school providers visited the school for an expo in the school hall. Another meeting was held earlier in the year when our School to Work Teacher addressed parents. These days supported and assisted students and their families to make important decisions about the future.

Added to all of these programs and activities were the South Coast Dance Festival and Southern Stars.

What a wonderful year.

Library

Throughout the year both High School and Primary students were able to access the school library each day during recess and lunch breaks. Our school literacy focus the 'Four Blocks' program was included in the Relief from Face to Face program. Classes were able to participate in Guided reading sessions with associated working with words activities. They were able to self-select texts from the library resources. Some classes also were included in shared reading sessions with the librarian working on reading texts and communicating about the texts using the Proloquo 2 Go iPad application.

The library has an iPad borrowing system which classes can access at various times during the weekly timetable. This year the school celebrated Book Week by inviting parents, carers and the community to participate in a morning assembly, costume parade and award ceremony. Students, staff and parents enjoyed dressing as a character from their favourite Australian book or alternatively dressed up as their version of an 'Aussie.'

Sport

During 2016 students enjoyed weekly sport sessions including gymnastics, hydrotherapy, bush walking, bike riding, ten pin bowling, carpet bowls and dancing.

In addition to Swim School and Swim Fun Day both primary and high school classes participated in a Special Olympics day. All classes represented an Olympic nation and competed in track and field events, table tennis, trampolining, basketball and a family marathon.

Several classes attended Dream Cricket and a T20 Big Bash game at Bradman Oval in Bowral and Senior High School students once again participated in the Sky's the Limit Mini Olympics.

Creative and Performing Arts

In 2016 our Dance Troupe wowed audiences at the Illawarra Performing Arts Centre with their creative

performance of Game On featuring characters from Mario Brothers and Pac-man.

Our signing choir performed alongside students from across the region in Southern Stars. This was the first time that our choir led the entire combined choir ensemble in signing.

During the year under the guidance of Chrissie Lillico the school started a Junior Signing Choir. The choir made their debut at the Junior Music Festival and later entertained guests at the opening of our trampoline park.

Samantha Chamberlain's talent in art and expression continues to grow. Samantha completed drawings for cards and postcards that were published and made available for sale at our school Art Expo. In October Samantha was awarded first prize in an art competition held at the Illawarra Vocational Options Expo.

Sensory Education

In 2016 the School engaged the services of a team of occupational therapists (Belinda Van Weil and Lucy Moore) who worked with school staff in developing programs to assist students. Therapists were able to guide the students through fun activities that were structured so that they were constantly challenged but successful. The goal was to foster appropriate responses to sensation in an active, meaningful, and fun way so that they were able to behave in a more functional manner.

It is hoped that over time, the appropriate responses will generalise to the environment beyond the school to include the home and the larger community.

Belinda and Lucy conducted a staff professional learning afternoon for all staff on The Zones of Regulation Program, a curriculum designed to foster self regulation and emotional control.

The Zones of Regulation curriculum is designed to foster skills in self-regulation, improving emotional control, sensory regulation and the ability to exercise executive functioning skills. The approach uses four colours (or "zones") to help students visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. The program was very successful for our students with many being able to indicate what "zone" they were in and what tools or strategies they needed to assist them to regain emotional control.